

PHARMACY PRACTICE STANDARDS



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Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

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*To improve student achievement and educator effectiveness by ensuring opportunities,
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STANDARDS DEVELOPMENT MEMBERS

Russell Smith, MPA, R.Ph
Pharmacy Manager, Carson City

Jeanine Hearn, CPhT Pharmacy Instructor
Milan Institute, Reno

Vicki Smith, BA, RCP
Southwest Career and Technical Academy, Las Vegas

Lorinda Trinidad-Lohner, MBA, BSPharm
College of Southern Nevada, Las Vegas

J. David Wuest, R.Ph
Deputy Secretary/Inspector NSB Pharmacy, Reno

Jodi Long, CTE Coordinator
Lyon County School District

BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Pharmacy Practice standards were validated through active participation of business and industry representatives on the development team. The standards meet the requirements of the AHSP (American Society of Health-System Pharmacists) model curriculum and PTCB (Pharmacy Technician Certification Board) blueprint.

PROJECT COORDINATOR

Randi Hunewill, Education Programs Supervisor
Health Science & Public Safety
Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education

INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Pharmacy Practice program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards) and the English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the Pharmacy Practice program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Pharmacy Practice	PHARM

Example: PHARM.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Pharmacy Practice	2	3	4

CONTENT STANDARD 1.0 : IDENTIFY THE ROLE OF THE PHARMACY PROFESSION IN HEALTH CARE

PERFORMANCE STANDARD 1.1 : ROLES AND SERVICES

- | | |
|-------|--|
| 1.1.1 | Explain the role of the pharmacist |
| 1.1.2 | Explain the role of the technician |
| 1.1.3 | Identify the role of the prescriber |
| 1.1.4 | Explain the prescription cycle |
| 1.1.5 | Compare types of pharmacies and other pharmacy services |
| 1.1.6 | Describe the organization/layout of various pharmacy types |

CONTENT STANDARD 2.0 : UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE PHARMACY PRACTICE

PERFORMANCE STANDARD 2.1 : PERFORM DUTIES ACCORDING TO REGULATIONS, POLICIES, AND LAWS

- | | |
|--------|--|
| 2.1.1 | Understand Nevada Administrative Code (NAC) , and pharmacy record keeping |
| 2.1.2 | Summarize timelines regarding federal laws |
| 2.1.3 | Compare licensure, certification, registration, and legislated scope of practice of pharmacy professionals |
| 2.1.4 | Understand United States Pharmacopeia (USP) Guidelines 795, 797, 800 |
| 2.1.5 | Practice Health Information Portability Accountability Act (HIPAA) |
| 2.1.6 | Recognize Drug Enforcement Administration (DEA) Code of Federal Regulations (number validation) |
| 2.1.7 | Understand the role of the Food and Drug Administration (FDA) |
| 2.1.8 | Understand the related guidelines of the Occupational Safety and Health Administration (OSHA) and safety data sheets (SDS) |
| 2.1.9 | Distinguish between accrediting bodies |
| 2.1.10 | Demonstrate knowledge of continuing education and training |

PERFORMANCE STANDARD 2.2 : PROFESSIONAL STANDARDS AND INTERPERSONAL SKILLS

- | | |
|-------|--|
| 2.2.1 | Understand pharmacy culture |
| 2.2.2 | Recognize various communication types (verbal, non-verbal, written, and electronic) |
| 2.2.3 | Practice conflict resolution |
| 2.2.4 | Identify personal traits (desirable and undesirable) and attitudes of pharmacy team members |
| 2.2.5 | Model professional standards of pharmacy workers as they apply to hygiene, dress, language, confidentiality, civil behavior, substance use and abuse |
| 2.2.6 | Apply employability skills in the pharmacy setting* |
| 2.2.7 | Understand various cultural differences and beliefs |
| 2.2.8 | Practice confidentiality when communicating |
| 2.2.9 | Understand the implications of social media |

PERFORMANCE STANDARD 2.3 : APPLY CRITICAL THINKING SKILLS

- | | |
|-------|---|
| 2.3.1 | Evaluate case studies related to pharmacy |
| 2.3.2 | Set up various role play scenarios that a pharmacy encounters |
| 2.3.3 | Practice basic concepts of logic |

*Reference Employability Skills for Career Readiness Standards developed by NDOE (hyperlink)

CONTENT STANDARD 3.0 : PROCESSING AND HANDLING OF MEDICATION AND MEDICATION ORDERS/PRESCRIPTIONS

PERFORMANCE STANDARD 3.1 : ANALYZING PRESCRIPTIONS

- | | |
|-------|---|
| 3.1.1 | Differentiate between a prescription and medication order |
| 3.1.2 | Interpret the prescription/medication order |

PERFORMANCE STANDARD 3.2 : ASSISTING THE PHARMACIST

- | | |
|-------|---|
| 3.2.1 | Utilize technology to input pharmacy data |
| 3.2.2 | Practice various forms of communication etiquette, including prioritization |
| 3.2.3 | Collect relevant patient information |
| 3.2.4 | Critique the prescription refill process |
| 3.2.5 | Assist with identifying the patient's need for counseling |
| 3.2.6 | Demonstrate reconstitution of antibiotic prescriptions |

PERFORMANCE STANDARD 3.3 : ASSIST PHARMACIST IN SPECIAL HANDLING AND DOCUMENTATION

- | | |
|-------|--|
| 3.3.1 | Explain immunization and wellness programs |
| 3.3.2 | Demonstrate chemotherapy compounding (USP 800 Guidelines) |
| 3.3.3 | Understand Total Parenteral Nutrition (TPN) |
| 3.3.4 | Identify controlled substances and their processes |
| 3.3.5 | Document investigational drugs (clinical trials) |
| 3.3.6 | Identify drugs categorized as Risk Evaluation Mitigation Strategies (REMS) |

PERFORMANCE STANDARD 3.4 : REVIEW MEDICATION THERAPY PROGRAMS

- | | |
|-------|--|
| 3.4.1 | Understand medication therapy management |
|-------|--|

CONTENT STANDARD 4.0 : STERILE AND NON-STERILE COMPOUNDING**PERFORMANCE STANDARD 4.1 : COMPOUNDING STERILE PRODUCTS**

- | | |
|-------|---|
| 4.1.1 | Follow universal precautions for sterile compounding |
| 4.1.2 | Research the scope of USP 797 Guidelines |
| 4.1.3 | Understand how to read a label |
| 4.1.4 | Identify the equipment and technology used in sterile compounding |
| 4.1.5 | Determine the correct amounts of ingredients |
| 4.1.6 | Demonstrate reconstitution of sterile products |

PERFORMANCE STANDARD 4.2 : COMPOUNDING NON-STERILE PRODUCTS

- | | |
|-------|---|
| 4.2.1 | Follow universal precautions for non-sterile compounding |
| 4.2.2 | Research the scope of USP 795 Guidelines |
| 4.2.3 | Understand how to read a prescription for compounding |
| 4.2.4 | Identify the equipment, apparatus, and technology used in non-sterile compounding |
| 4.2.5 | Determine the correct amounts of ingredients |
| 4.2.6 | Demonstrate compounding of non-sterile products |
| 4.2.7 | Demonstrate reconstitution of non-sterile products |

CONTENT STANDARD 5.0 : SUMMARIZE PROCUREMENT, BILLING, REIMBURSEMENT AND INVENTORY MANAGEMENT

PERFORMANCE STANDARD 5.1 : ASSIST IN THE ADJUDICATION OF BILLING

- 5.1.1 Explain pharmacy reimbursement plans
- 5.1.2 Compare and contrast third party plans
- 5.1.3 Resolve a third party rejection

PERFORMANCE STANDARD 5.2 : APPLY ACCEPTED PROCEDURES IN PURCHASING PHARMACEUTICALS

- 5.2.1 Describe various procedures in purchasing pharmaceuticals
- 5.2.2 Explain controlled substance ordering systems (DEA Form 222)
- 5.2.3 Explain ordering system, and the technology applied

PERFORMANCE STANDARD 5.3 : APPLY ACCEPTED PROCEDURES IN INVENTORY CONTROL

- 5.3.1 Differentiate inventory control systems for various drug classifications
- 5.3.2 Explain legal aspects of drug returns from patients
- 5.3.3 Describe reasons for recalled drugs, the two types and the three levels of drug recalls
- 5.3.4 Explain standard procedures for reviewing and removing outdated drug products
- 5.3.5 Explain methods of obtaining drug products from alternate sources
- 5.3.6 Understand formularies in the pharmacy

PERFORMANCE STANDARD 5.4 : PROCESSING PAYMENT OPTIONS FOR MEDICAL PRODUCTS AND SERVICES

- 5.4.1 Practice on a Point of Sale (POS) system and collect payments
- 5.4.2 Implement a sales transaction
- 5.4.3 Verify address and patient information to assure proper dispensing
- 5.4.4 Understand required forms of identification for drug transactions and signature requirements
- 5.4.5 Understand age limits and purchase limits in dispensing certain pharmaceuticals

CONTENT STANDARD 6.0 : UNDERSTAND SAFETY**PERFORMANCE STANDARD 6.1 : PRACTICE PATIENT SAFETY**

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|-------|--|
| 6.1.1 | Practice effective infection control procedures |
| 6.1.2 | Define and recognize a possible Drug Utilization Review (DUR) |
| 6.1.3 | Describe the role of Institute for Safe Medical Practices (ISMP), Medical Error Reporting Program (MERP), Joint Commission Accreditation of Hospital Organizations (JCAHO) |
| 6.1.4 | Explain the “5 Rights” of prescribing |
| 6.1.5 | Explain the “5 Whys” of “root cause analysis” |

PERFORMANCE STANDARD 6.2 : PRACTICE MEDICATION SAFETY

- | | |
|-------|---|
| 6.2.1 | List the registration process of a drug |
| 6.2.2 | Identify sound-alike/look-alike drugs |
| 6.2.3 | Identify high alert/high risk medications |
| 6.2.4 | Identify common safety strategies |

CONTENT STANDARD 7.0 : UNDERSTAND TECHNOLOGY AND INFORMATICS

PERFORMANCE STANDARD 7.1 : USE PROPER PHARMACEUTICAL DISPENSING

- | | |
|-------|--|
| 7.1.1 | Identify National Association Boards of Pharmacy (NABP) requirements in labeling prescriptions |
| 7.1.2 | Differentiate emerging technologies which includes electronic medical records (EMR) |
| 7.1.3 | Describe prescription process (receiving to dispensing) |

CONTENT STANDARD 8.0 : DESCRIBE PHARMACOLOGY**PERFORMANCE STANDARD 8.1 : UNDERSTANDING PHARMACOKINETICS**

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|-------|--|
| 8.1.1 | Understand absorption, distribution, metabolism, excretion (ADME) and the related organs |
|-------|--|

PERFORMANCE STANDARD 8.2 : UNDERSTANDING PHARMACODYNAMICS

- | | |
|-------|---|
| 8.2.1 | Understand drug classifications |
| 8.2.2 | Recognize generic and brand name |
| 8.2.3 | Identify drug interactions/side effects |
| 8.2.4 | Explain strengths/dosage, dosage forms |
| 8.2.5 | Differentiate routes of administration |

PERFORMANCE STANDARD 8.3 : RECOGNIZING OVER-THE-COUNTER AND ALTERNATIVE THERAPIES

- | | |
|-------|--|
| 8.3.1 | Recognize over-the-counter (OTC) products |
| 8.3.2 | Classify vitamin and minerals |
| 8.3.3 | Understand herbal supplements |
| 8.3.4 | Compare and contrast dietary/nutritional supplements |
| 8.3.5 | Identify devices and durable medical equipment (DME) , like testing devices, first aid, and wound care |

CONTENT STANDARD 9.0 : APPLICATION OF PHARMACEUTICAL MATHEMATICS

PERFORMANCE STANDARD 9.1 : APPLY MATHEMATICS IN PHARMACEUTICAL PRACTICE

9.1.1	Demonstrate knowledge of Measurement Systems (temperature conversions, conversions from household to metric)
9.1.2	Demonstrate ratios and proportions (dimensional analysis)
9.1.3	Understand drug strengths in percentages
9.1.4	Demonstrate dosage calculations (based on age, weight, and body surface area; drip rates)
9.1.5	Compute “Days Supply”
9.1.6	Calculate “Quantity to Dispense”
9.1.7	Understand “Alligations”

CONTENT STANDARD 10.0 : RECOGNIZE AND IMPLEMENT QUALITY ASSURANCE**PERFORMANCE STANDARD 10.1 : APPLICATION OF ASSURANCE PRACTICES**

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|--------|---|
| 10.1.1 | Understand Risk Management Guidelines and Regulations |
| 10.1.2 | Determine communication channels |
| 10.1.3 | Understand National Drug Code (NDC) |
| 10.1.4 | Differentiate reporting agencies (MedWatch, Poison Control, pharmaceutical manufacturer, FDA Hotline) |
| 10.1.5 | Practice universal precautions |
| 10.1.6 | Practice customer satisfaction |
| 10.1.7 | Recognize fraudulent prescriptions |
| 10.1.8 | Understand pharmacy diversion |
| 10.1.9 | Explain a pharmacy audit |

**CROSSWALKS AND ALIGNMENTS OF
PHARMACY PRACTICE STANDARDS
AND THE NEVADA ACADEMIC CONTENT STANDARDS
AND THE COMMON CAREER TECHNICAL CORE STANDARDS**

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Pharmacy Practice Standards shows links to the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards – Disciplinary Core Ideas Arrangement) and the English Language Arts and Mathematics (based on the Common Core State Standards). The crosswalk identifies the performance indicators in which the learning objectives in the Pharmacy Practice program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in Science, English Language Arts, and Mathematics.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Pharmacy Practice Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Pharmacy Practice program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Pharmacy Practice Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Pharmacy Practice program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Pharmacy Practice Standards are crosswalked to the Health Science Career Cluster™ and the Therapeutic Services Career Pathway.

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**CROSSWALK OF PHARMACY PRACTICE STANDARDS
AND THE NEVADA ACADEMIC CONTENT STANDARDS**

CONTENT STANDARD 1.0: IDENTIFY THE ROLE OF THE PHARMACY PROFESSION IN HEALTH CARE

Performance Indicators	Nevada Academic Content Standards
1.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

1.1.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><u>Science: HS-Waves and Their Applications in Technologies for Information Transfer</u> HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.</p>
1.1.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>

CONTENT STANDARD 2.0: UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE PHARMACY PRACTICE

Performance Indicators	Nevada Academic Content Standards
2.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
2.1.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
2.1.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
2.1.8	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

2.1.9	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
2.1.10	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
2.2.2	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>Science: HS-Waves and Their Applications in Technologies for Information Transfer</u> HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.</p>
2.2.9	<p><u>Science: HS-Waves and Their Applications in Technologies for Information Transfer</u> HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.</p>
2.3.1	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

CONTENT STANDARD 3.0: PROCESSING AND HANDLING OF MEDICATION AND MEDICATION ORDERS/ PRESCRIPTIONS

Performance Indicators	Nevada Academic Content Standards
3.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
3.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.2.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><u>Science: HS-Waves and Their Applications in Technologies for Information Transfer</u> HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.</p>
3.2.4	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>

3.2.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
3.3.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
3.3.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

CONTENT STANDARD 4.0: STERILE AND NON-STERILE COMPOUNDING

Performance Indicators	Nevada Academic Content Standards
4.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
4.1.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>Math: Functions – Building Functions</u> FBF.A.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.</p>
4.1.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
4.2.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

4.2.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>Math: Functions – Building Functions</u> FBF.A.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.</p>
4.2.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
4.2.7	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

CONTENT STANDARD 5.0: SUMMARIZE PROCUREMENT, BILLING, REIMBURSEMENT AND INVENTORY MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
5.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
5.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
5.1.3	<p><u>Science: HS-Waves and Their Applications in Technologies for Information Transfer</u> HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.</p>
5.2.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

5.2.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
5.2.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
5.3.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
5.3.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>

5.3.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
5.3.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
5.3.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

CONTENT STANDARD 6.0: UNDERSTAND SAFETY

Performance Indicators	Nevada Academic Content Standards
6.1.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
6.1.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
6.1.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>

CONTENT STANDARD 7.0: UNDERSTAND TECHNOLOGY AND INFORMATICS

Performance Indicators	Nevada Academic Content Standards
7.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
7.1.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

CONTENT STANDARD 8.0: DESCRIBE PHARMACOLOGY

Performance Indicators	Nevada Academic Content Standards
8.2.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
8.2.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
8.2.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
8.3.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
8.3.4	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>

CONTENT STANDARD 9.0: APPLICATION OF PHARMACEUTICAL MATHEMATICS

Performance Indicators	Nevada Academic Content Standards
9.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
9.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
9.1.3	<p><u>Math: Algebra – Arithmetic with Polynomials and Rational Expressions</u> AAPR.D.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p>
9.1.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
9.1.5	<p><u>Math: Algebra – Arithmetic with Polynomials and Rational Expressions</u> AAPR.D.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p>

CONTENT STANDARD 10.0: RECOGNIZE AND IMPLEMENT QUALITY ASSURANCE

Performance Indicators	Nevada Academic Content Standards
10.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>Math: Functions – Building Functions</u> FBF.A.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.</p>
10.1.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
10.1.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
10.1.7	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
10.1.9	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>

**ALIGNMENT OF PHARMACY PRACTICE STANDARDS
AND THE MATHEMATICAL PRACTICES**

Mathematical Practices	Pharmacy Practice Performance Indicators
1. Make sense of problems and persevere in solving them.	3.1.2 9.1.2; 9.1.5 - 9.1.6
2. Reason abstractly and quantitatively.	2.2.3 5.1.3 9.1.7
3. Construct viable arguments and critique the reasoning of others.	5.1.3
4. Model with mathematics.	5.4.1 - 5.4.2 9.1.1 - 9.1.4
5. Use appropriate tools strategically.	4.1.5 - 4.1.6; 4.2.4 - 4.2.7
6. Attend to precision.	1.1.4 4.1.5 - 4.1.6; 4.2.4 - 4.2.7 5.3.1 - 5.3.5 6.1.1 7.1.3
7. Look for and make use of structure.	4.1.2
8. Look for and express regularity in repeated reasoning.	9.1.3, 9.1.5 - 9.1.6

**CROSSWALKS OF PHARMACY PRACTICE STANDARDS
AND THE COMMON CAREER TECHNICAL CORE**

Health Science Career Cluster™ (HL)	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	2.2.2 9.1.1 - 9.1.7
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	1.1.1 - 1.1.5 3.1.1 - 3.1.4
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	2.1.1, 2.1.5, 2.1.8; 2.3.2 6.1.1 - 6.2.4
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.	1.1.1 - 1.1.5
5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	2.1.1 - 2.3.3
6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.	2.2.1, 2.2.7
Therapeutic Services Career Pathway (HL-THR)	Performance Indicators
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	2.2.2 3.4.1 10.1.2
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	1.1.4 2.2.2 3.2.2 7.1.3 10.1.2
3. Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.	1.1.4 3.2.3 7.1.3 8.2.3
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.	2.3.1 3.4.1